



RESPECT, BELIEVE, ACHIEVE.

**KESTON
PRIMARY
SCHOOL**

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1. STARTING SCHOOL

Nursery

Children enter the Nursery in September of the school year in which they will be 4 years old.

There are 52 part-time places available in the Nursery. Children attend for 3 hours each morning. Each class has up to 26 children with a teacher and a teaching assistant.

A sessional care facility is available for up to 24 children, who stay at Nursery for lunch and the afternoon session. There is a charge for sessional care which can be met through 30 hours funding, childcare vouchers or additional payments.

To be considered for a place, parents should apply directly to the school by 31st January; places cannot be guaranteed. Please contact the school office for application forms.

Parents of children who are allocated a place will be notified by the end of March.

Places are allocated to children according to the following criteria:

- a) children being of aged 3+
- b) vacancies existing in a class
- c) social and/or educational need as identified by an appropriate agency. (e.g. social worker, G.P. Health Visitor, other education service)
- d) siblings of children already in the school.
- e) proximity to the school.

Entry to Nursery does not guarantee a place at Keston Primary School.

Primary School

The children enter the school during the autumn term of the academic year in which they will be five years old. There are 60 places in each year group from Reception to Year 6 with the children being divided into two parallel classes.

Parents must complete the Local Authority application issued by the LA in whose area you live. LAs encourage on line applications and you can access Croydon's by visiting <https://www.croydon.gov.uk/education/schools-new/school-admissions/how-to-apply/school-place-home>. Applications must be submitted before the deadline indicated on the application form.

Allocation to Classes

Classes are organised to ensure an appropriate balance of children, taking into account age, gender and ethnic mix. Wherever possible, pre-school groups and nursery classes are consulted.

Admission to other year groups

Applications for places outside the normal admissions round are treated as 'in year admissions' and must be made through the LA. Details of the process can be found at <https://www.croydon.gov.uk/education/schools-new/school-admissions/in-year-admissions/in-year-admissions-primary>

1.1 THE SCHOOL DAY

School Hours

Breakfast Club (on site):

7.45 a.m. – start of school.

Junior Classes

8.55 am - 3.15 pm

Infant Classes

9.00 am - 3.00 pm

Nursery

9.00 am - 12.00 pm

Nursery Sessional Care

12.00 pm - 3.00 pm

Parents are responsible for their own children in the morning until they are received by their class teacher or left with the teacher on duty.

There is a member of staff on duty in the playground from 8.45 am. Staff cannot take responsibility for any children left before this time.

On extremely wet mornings children will be received into either the junior or infant hall at 8.45 am. Parents are requested to leave their infant children with the adult on duty at the Year 1/2 entrance and to drop junior children at their usual entrance.

School finishing times are when lessons stop, children may take longer to depart from their classroom. Parents are responsible for their own children once they have been dismissed by their class teacher.

Break Time

The children have a morning break at 10.30am. At this time they are encouraged to eat a piece of fruit, this is provided for the children in the infants and children in the juniors may bring fruit to school with them. All children should have their own water bottle which can be accessed throughout the day.

Lunch time

Lunch time runs from 12pm to 1 pm for the infants and from 12.15 pm to 1.15pm for the juniors. All infant children are provided with a hot meal through the Universal Free School Meals programme, junior children are required to pay for their school meal. We would encourage you to take up this provision rather than sending them to school with a packed lunch. Keston is a Healthy School and therefore we issue guidance in regard to what the children may bring in their packed lunch; all parents are expected to follow this guidance.

2. ATTENDANCE

If your child has to be absent from school please inform the school office either by phone or email by 9.00 am, to let us know the reason. If the absence is likely to be more than 2 days, a note should be forwarded to school or the office contacted by phone.

Parents of children with less than 95% attendance will be contacted by letter to inform them of the current percentage; attendance will then be monitored for the following month. Parents of children with less than 93% attendance will be invited to discuss their child's attendance with the Attendance Officer. We will always endeavour to provide parents with support to enable regular attendance; however families may be referred to the Headteacher / Deputy Headteacher or Education Welfare Officer where there is insufficient improvement in attendance.

Children who arrive at school late must report to the office. If it is ever necessary for your child to leave school before 3.00/3.15 p.m. for a medical appointment please inform us beforehand in writing and report to the office to collect him/her in person or send a written request.

If you wish your child to be collected by another adult please inform the class teacher beforehand, preferably in writing. Children will not be allowed to be collected by another parent unless the school has been contacted.

Holidays

Amendments have been made to the 2006 Education (Pupil Registration) (England) Regulations 2006, these amendments, came into force on 1 September 2013.

The changes remove references to family holiday and extended leave as well as the statutory threshold of ten school days. The amendments make clear that headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.

Therefore parents will need to be aware that the Headteacher will be unable to authorise holiday absence even if your child has excellent attendance.

Please refer to the school's Attendance Policy on the school website.



3. TEACHING AND LEARNING

At Keston Primary School and Nursery we aim to:

- recognise the strengths and talents of all members of our community; we celebrate personal success and provide support for those who have difficulties in attaining their goals. Through encouragement, praise and positive reinforcement we aim to ensure that each individual understands their importance as a member of our school community and values the role played by others in their daily lives.
- actively encourage all our parents, carers, staff and community members to be involved in the children's learning. We recognise that to be equal you may need to be treated differently. We provide opportunities which enable the children to learn about, understand and value differences, so they are able to celebrate them and recognise the importance of inviting others to participate in their daily activities.
- endeavour to ensure that tolerance and understanding underpin our daily lives. We listen to, respect and value the opinions of others. We aim to support the children in developing skills which enable them to make the right choices in their lives.
- instil a passion for lifelong learning. We recognise there are a variety of ways of learning and encourage all to share experiences in a creative and exciting environment. We encourage questioning, which enables the development of individuals with enquiring minds who make a positive contribution to the whole community.
- ensure that each individual is supported in a kind and caring environment which enables them to feel secure. We aim to provide a clear framework of behaviour that fosters trust and develops in each person the confidence to take risks with the realisation that this leads to learning.
- ensure that every child will achieve in all aspects of their development. We recognise that high levels of attainment are reached when individuals are set challenging targets with support and encouragement to meet them. We understand that we live in a constantly changing society and thus the children and all members of our community should be equipped with the skills to meet the challenges of the future.

In order to achieve these aims we work within a set of core principles:

- 1. Provide a visually stimulating, supportive and interactive learning environment by:**
 - providing the children with positive adult role models
 - using a range of behaviour strategies to meet all needs
 - organising classrooms in order to encourage independence
 - ensuring classrooms have working walls to support the children's learning
 - providing displays which are engaging, interactive and language rich
 - ensuring displays celebrate children's successes
- 2. Make learning an enjoyable and challenging experience by:**
 - providing clear and consistently high expectations
 - differentiating learning opportunities
 - building on prior learning
 - modelling tasks to provide structure and clarity for the children's learning
 - ensuring clarity so every child knows how to be successful
 - asking open ended and challenging questions
 - valuing responses so children have the confidence to ask questions and take risks
 - encouraging risk taking so children are able to recognise that making mistakes provides a scaffold for learning
 - ensuring children understand how to make connections through cross curricular learning and real life situations
 - using ICT to enhance the learning experience
 - celebrating achievements
- 3. Use assessment to make children partners in their learning by:**
 - providing opportunities for the children to self-assess against clear success criteria within each lesson
 - actively involving the children in assessment through peer to peer and child to adult discussion
 - providing focused marking so children are aware of where they are and their next steps
 - providing each child with clear targets based on prior learning
 - use summative assessments to inform planning and practice

4. Engage parents and carers in supporting their child's learning by:

- providing information about the curriculum and areas of learning for each year group at the start of each term
- enabling parents and carers to support learning at home through workshops, information leaflets and meetings
- providing termly opportunities for parent teacher discussions on progress and areas for development

Teachers' Learning

All teachers are leaders of learning and demonstrate through their own example that they are lifelong learners. We use this learning to support the continual improvement of teaching and learning and thereby contribute to the school improvement strategic plans.

Professional development is essential for supporting all adults to develop their own learning. Teachers take an active interest in and responsibility for developing their teaching practice, and are supported by the school to do this.



Role of the Governors

The Governing Body determine, support, monitor and review the school's policies on teaching and learning.

The Governors:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that the school buildings and premises are effective in supporting successful teaching and learning
- Ensure that staff development and performance management policies promote good quality teaching
- Monitor teaching strategies in the light of health and safety regulations
- Monitor the effectiveness of teaching and learning policies through the school self-review processes. These include the head teacher's reports to governors, review of attainment and progress, and the work of the school improvement committee.

4. THE CURRICULUM

The school holds the Basic Skills Quality Mark.

Policy documents can be found on the website and on Fronter. Paper copies of specific policies can be provided on request to the school office.

The school's curriculum is designed to enable every child to achieve their full potential in all areas, and to approach their work confidently and independently. Each child is valued for him/herself, and each child's learning is built on what he/she already knows.

The curriculum acknowledges the need for awareness of all cultures in society and a multi-cultural approach is expected. Pupils in Key Stage 1 and Key Stage 2 follow the New Primary Curriculum and the Croydon scheme for Religious Education. All children access the school swimming pool as part of their P.E. programme of study.

There will be a termly information sheet to inform parents/carers of their child's current topics in order that they are aware of the work to be undertaken that term. This information will be forwarded to parents by email and is also available on the school website or directly from the class teacher.

Workshops are held to help parents gain a better understanding of teaching within the school and enable them to support their children at home. All parents/carers are additionally encouraged to spend time within the school; regular parent helpers require a DBS check.

4.1 EARLY YEARS FOUNDATION STAGE

The nursery and reception years are part of the Early Years Foundation Stage, which is the statutory framework for children aged from birth to 5 years.

Children are constantly encountering new experiences and seeking to understand them in order to extend their skills, develop their confidence and build on what they already know. They learn in many different ways. Children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and to each other.

At Keston we strive to ensure that the children's early years' experience builds on what they already know and can do, thus encouraging a positive attitude and disposition to learn.

Well planned play is a key way in which children learn with enjoyment and challenge, there is balance between planned learning activities and opportunities for spontaneity that arise from children's interests. We provide opportunities for teaching and learning both indoors and outdoors ensuring a broad and balanced range of experiences.

We work in partnership with parents to share information, knowledge and expertise and we aim to keep parents fully informed about the curriculum and their child's learning.

We know that some children attend the Nursery at Keston before transferring to other schools, whilst others join the school in their reception year. Our curriculum framework is therefore structured to provide continuity and progress within each year group as well as throughout the Early Years Foundation Stage. In each year, priority is given to making a smooth transition between settings and settling into a new learning environment.

Full details of the Early Years Curriculum can be found in our school Nursery and Reception brochures which are available on the school website or from the school office.



4.2 ENGLISH

By linking our English curriculum to high quality texts and curriculum topics we endeavour to ensure that the children have a real interest in their learning which is maintained throughout their time at Keston. Children are expected to talk about their work to help them think about, plan, and share their ideas, they are encouraged to work both independently and in group situations.

Reading

Reading is taught from a wide range of story and information books so that reading always has meaning, we aim to introduce books as a source of pleasure that will continue throughout life.

As the children develop their reading skills we aim to develop independent, enthusiastic and reflective readers. Children are given every opportunity to read extensively for their own interest, pleasure and information. From year 1 children participate weekly in guided reading sessions and they may also read quietly to themselves, share with a friend or adult, or read within a group. We encourage them to be interested in books and be able to evaluate and justify their preferences.

At every step of your child's reading development a home/school partnership is encouraged, not just to hear reading but for all children to have the opportunity to discuss plot, setting, characterisation, authors and style.

The school uses several reading schemes, the Oxford Reading Scheme being the core scheme.

Writing

Children are encouraged to write to the best of their ability from the time they enter school, in order that they come to see it as a natural way of communicating. Handwriting is taught to emphasise correct letter formation using a cursive script.

Writing skills are taught across the whole curriculum not just in English lessons. We aim to develop children's ability to communicate, construct and convey meaning through a range of writing genre, selecting appropriately to suit audience and purpose. They are encouraged to draft and re-draft their work to gain confidence in altering and extending their ideas. Also, to choose the form best suited to communicate their ideas, emotions and researches in a purposeful and reflective way.

Phonics, Spelling and Grammar

In the Nursery and Reception the children are introduced to phonics through Letters and Sounds and Jolly Phonics; the teaching of phonics carries on throughout Key Stage 1 and where appropriate Key Stage 2.



In both Key Stage 1 and Key Stage 2 there is a weekly focus on developing an understanding of spelling patterns. The children are set a task to develop their understanding and also to build a repertoire of correct spellings, these tasks are followed up with a homework activity which requires, where possible, the support of an adult.

Grammar is taught as a discrete subject and also interwoven with the teaching of reading and writing in both key stages. The children may be set additional grammar related tasks in order to refine their skills.

4.3 MATHEMATICS

The scheme of work is based upon the New Primary Curriculum and aims to develop a thorough understanding of number concepts by concentration on practical work and appropriate language in early stages leading to accuracy and the ability to think logically. As well as addition, subtraction, multiplication and division, the scheme covers money, shape, simple graphs and measurement of length, mass, capacity and time. Children are also expected to use their mathematical knowledge to solve problems and investigative skills are an important part of the school's mathematics curriculum. The scheme will be delivered through mathematics lessons which take place on a daily basis.

The English & Mathematics programmes of study can be found on the school website.

4.4. EXPLORE AND DISCOVER

From year 1 the children follow the school's Explore and Discover Curriculum. Science, history, geography, art, design and technology will be taught through this theme based curriculum. This revised curriculum will enable meaningful links to be made thus enabling the children to develop enhanced problem-solving skills and provide opportunities for learning and applying it in real life situations. Details of the year group themes are available on the school website.

Science

At Key Stage 1 children are taught to observe their environment in an accurate fashion, enabling them to categorise their surroundings. They also take part in experiments to try to discover why things happen the way they do. This work covers the biological and physical environment and includes testing, discussion and the recording of their observations and discoveries.

During Key Stage 2 the principle focus of science is to broaden the children's view of the world around them and then to move on to develop a deeper understanding of a wide range of scientific ideas. Through the science content, which is guided by the New Primary Curriculum, the children will be taught to work and think scientifically. This scientific process includes questioning, observing, measuring, pattern-seeking, predicting, making hypotheses and communicating.

History

The children at Key Stage 1 are encouraged to develop an awareness of the past by learning about important people and events, and identifying similarities and differences between ways of life in different periods.



At Key Stage 2 the children will continue to develop a chronologically secure knowledge and understanding of British, local and world history. They will develop an understanding of how our knowledge of the past is formed using a range of different sources.

Geography

The children will develop knowledge about the world, the United Kingdom and the local area at Key Stage 1. The children will use maps, atlases and globes to identify areas of the world and through investigation develop an understanding of weather patterns, climates, and aspects of human and physical geography.

At Key Stage 2 the children will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe and North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.

The school has a conservation area to support learning.

Art, Design and Technology

Throughout both Key Stages the children will develop a wide range of art and design techniques, including use of materials, drawing, painting and sculpture to develop and share ideas, experiences and imagination. They will learn about the work of a range of artists, architects and designers in history.

Design and Technology is the creative application of skills and knowledge in designing and making products. Children are given the opportunity to work with a range of materials including wood, mouldable plastic, construction kits, food and textiles.

The schools aims are to encourage an understanding of technology in our everyday lives and to develop the technological capability of our pupils across the whole curriculum. Through technological activities, it is hoped to develop initiative, thinking and a range of practical problem solving skills.



The school has a designated design and technology room which can be used for groups and is available to promote food technology skills for all year groups.

The school has developed links with local secondary schools to further enhance this aspect of the curriculum.

4.5. PERSONAL, HEALTH AND SOCIAL EDUCATION (PHSE)

Personal, social and health education supports the children in becoming healthy, independent and responsible members of society. We encourage our pupils to take responsibility for their own lives while making an active and thoughtful contribution to the life of the school and the wider community. Through all areas of the school curriculum the children are taught about how society is organised and governed and will engage in a democratic process through opportunities such as the school council. They are taught about their rights and responsibilities, keeping safe, personal hygiene and looking after their bodies (including drug education). They learn what it means to be a positive member of a diverse multicultural society.

Sex and relationship education is taught throughout the school with the emphasis being placed on developing positive relationships. Children are given lessons in puberty and sexual development in the upper juniors; the teaching is via a DVD and discussion. Parents have a preview of the material before the lessons commence.

4.6. BRITISH VALUES

Our school reflects British values in all that we do. We nurture our pupils on their journey through life so they grow in to caring, responsible and tolerant adults who make a positive difference to British society and to the wider world. We encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and others in our school, our local community and beyond.

4.7. SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)

At Keston Primary School we recognise that a child's personal development plays an important role in their ability to learn and achieve. As such, we aim to provide opportunities that enable children to explore and develop spiritually, morally, socially and culturally (SMSC).

The PHSE Programme of Study and details of learning opportunities in British Values and SMSC are all available on the school's website.



4.8. COMPUTING

Computing is taught across the curriculum and is a core skill in which children are encouraged to use their own initiative, imagination and reasoning and investigative skills. Each child will be taught computing skills and encouraged to work independently, using a variety of programmes to enhance their learning. Cameras, recording and video equipment is used. All children use the internet. There are interactive whiteboards in all the classes throughout the school.

There is an I.C.T. suite which each class visits weekly. There are enough computers to enable the children to work independently during these sessions and develop their skills. Additionally a set of tablets and a set of laptops are available, thus enabling computers to be used within the classroom in a wide range of subject areas.

4.9. RELIGIOUS EDUCATION

The school follows the Croydon Syllabus for Religious Education. The main Christian festivals are celebrated and some study of other religions is undertaken within this Religious Education programme. Teaching is often approached through festivals and special occasions familiar to the children.

Collective worship is of a broadly Christian nature involving a growing awareness of God, the development of consideration and responsibility for others and the wonder of creation.

Any child may be excused from taking part in religious education and collective worship at the request of the parents.

In addition to our programme of study we work hard to give every child a secure grounding in moral and spiritual matters which permeate the whole curriculum and which have a place that is separate from religious education.

Religious Education – Pupil Withdrawal

Although religious education must be given in all maintained schools, any parent has the right to withdraw his/her child, wholly or partly from such religious education, or to withdraw his/her child from school in order to receive religious education elsewhere, of a denominational character not provided in the school.

If a pupil is withdrawn from school by his/her parent in order to receive religious education of a kind which is not provided in the school, the Authority must be satisfied that the pupil cannot reasonably attend a school at which the desired religious education is given and that arrangements have, in fact, been made for the pupil to receive the desired religious education elsewhere. The withdrawal of the pupil may only be made at the beginning or end of a school session, and only for such periods as are reasonably necessary.

The right of withdrawal applies to county, voluntary controlled, voluntary aided and special agreement schools. Requests may be granted and be assumed to remain in force until the withdrawal of the request by the parent. It is desirable, but not essential, that such requests should be in writing.

4.10. PHYSICAL EDUCATION

The physical education curriculum provides the children with opportunities to develop a wide range of skills ranging from physical skills to self-confidence. They experience a wide range of activities such as gymnastics, athletics, games, dance and swimming. They are encouraged to develop individual and team skills and meet challenges, both within the curriculum activities and beyond when representing the school.



Swimming

The children have lessons in the school pool with a trained instructor. All children from Year 1 onwards will swim throughout the year; Reception children swim in the summer term. Parents are requested to make a termly contribution towards the upkeep of the pool and the cost of a qualified swimming instructor.

4.11. MUSIC

At Keston Primary School we see the Arts as an integral part of the child's education. The Arts enable children to develop an understanding of the world in which they live, leading to an appreciation of works of art, music and dance from different places, times and cultures. Creative work also develops self-esteem and confidence.

The children are encouraged to express themselves with confidence and enjoyment.

Throughout both Key Stages the children will learn to understand and explore how music is created. They will have opportunities to sing and play musical instruments.

There is an infant and junior school choir and each year musical productions take place for both Year 2 and Year 6.

All year 2 pupils have recorder lessons and year 4 are part of the 'Soundstart' scheme where all pupils learn to play a musical instrument.

The children have the opportunity to learn or further develop their playing skills through group or individual instrument lessons.



4.12. MODERN FOREIGN LANGUAGES

Modern foreign languages have been introduced into the junior curriculum. Currently years 3 and 4 study Spanish and years 5 and 6 French. The aim of this subject is not only to expose the children to foreign languages but also to allow them to develop a greater awareness of other cultures.

5. HOMEWORK

For children in EYFS and Key Stage 1, developing a partnership with parents or carers and involving them actively in children's learning is the key purpose of the homework set. Short activities of different kinds; simple games, learning spellings and number facts and, of course, reading together, provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment.

As children get older homework provides an opportunity for them to develop the skills of independent learning. It is important that children should gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own. By the time children reach the upper juniors their homework will cover a range of tasks and curriculum content, with a regular weekly schedule. This approach will benefit their learning and also ensure that, in relation to homework, their transition to Year 7 in secondary school is as smooth as possible.

In order to support the children in their homework we would encourage parents to provide a suitable quiet place where homework can be completed. Once in the juniors there is a weekly homework club where children can discuss any difficulties they may have.

All children are expected to read with an adult on a regular basis, this should be daily in the infants, and as the children move through the juniors on at least three occasions per week.

All year groups follow the guidelines set out in the School Homework Policy which is available on the school website.

6. SPECIAL EDUCATIONAL NEEDS

The needs of the children in our school are as varied and individual as the children themselves. The class teachers will plan to meet each child's needs by planning appropriate activities and the use of different resources to ensure individual development and achievement. Small group tuition is provided by teachers and/or support staff where appropriate, in order to reinforce on a more individual basis teaching that has taken place within the classrooms.

At some time during a child's schooling they may require further support for behavioural, emotional or physical difficulties; this will be discussed with parents/carers on an individual basis. The importance of a home/school partnership is recognised and fostered.

When a child is not responding to the extra support that can be offered in school the situation will be discussed further with the parents and where appropriate an Educational Psychologist will be asked to make an assessment. The form of assessment will vary depending on the child's needs but parents will always be informed of any outcomes; these assessments help to identify the exact nature of a child's specific need and the psychologist will suggest ways in which these needs can best be met both in and out of school. Support from outside agencies is sought, where applicable. The Special Educational Needs of all children are discussed half termly with all the staff and the Inclusion Leader, Mrs. Stevens. We aim to provide for all children with special needs, ensuring a structured programme specifically planned to meet individual requirements.

We work within the statutory guidance of the Code of Practice for Special Educational Needs. Details of the school's provision is available on the website.

Disabled parking and access to the school is available via the delivery entrance car park. Please speak to the office staff should you wish to use this facility.

6.1 ABLE, GIFTED AND TALENTED

The school will identify and make provision for children who are identified as being gifted and/or talented. This may be through differentiated provision within the classroom or through opportunities to attend appropriate extra-curricular activities.

7. EQUAL OPPORTUNITIES

The school will continue to provide equal opportunities in all aspects of school life, which is not constrained by gender, race or cultural background or any other factor. The school will celebrate the diversity of the cultural origins of its pupil community.

We have definite and agreed policies on equal opportunities at Keston Primary School, which we pursue through both the school's daily life and the curriculum.

a) Gender

No activity is planned or taught in such a way that either boys or girls are unable to take part. In addition we do our best to promote positive attitudes to all curriculum activities regardless of gender. When new materials are purchased for school use we will do our best to eliminate from selection any that have a clear gender bias.

b) Multicultural education.

We regard the presence in Keston Primary School of children from differing cultural and ethnic backgrounds, as a very positive feature. When possible we relate our teaching to aspects of the lives, customs, cultures, religions and experiences of other groups. In this parents and children may be able to offer valuable knowledge and insights. It is our intention, whenever possible, to present a positive image of other cultures and to present other cultures as being part of the richness of the human experience, thus to discourage any negative feeling about other races or cultures. If there are day to day concerns such as dietary needs for example, we will always do our best to accommodate these. We welcome your contribution on this issue.

c) Elimination of racial harassment.

We will as a school do everything possible to eliminate any harassment that occurs. Any incident of racial harassment is automatically recorded and reported to the Local Education Authority.

The school has an Equalities Policy and Action Plan, and an Inclusion Policy. These and all school policies are regularly reviewed and are available to parents/carers on the school website.

8. MEETING THE TEACHER

Your child will benefit most from school life if the teacher and parents meet frequently to share progress and discuss issues. You are always welcome to come to school and see the teacher but this should be after school hours as the teacher cannot talk to you while responsible for a class. During school hours it is possible to see the Head Teacher and she is usually available at the start of the school day. Whenever possible please telephone to make an appointment.

Meetings between parents and teachers are arranged each term; this gives parents the opportunity to discuss any aspects of their child's education.

A written report is given at the end of the summer term.

8.1 HOME VISITING

Families new to the school will be offered a home visit by their child's teacher prior to entry to the Nursery and Reception classes. This visit enables the child to meet their teacher in an environment where the child feels most comfortable, and for the parents/carers to ask any questions or discuss any problems privately. Each visit lasts approximately 20 - 30 minutes.

9. EDUCATIONAL VISITS

Experience outside of the classroom is of great importance. Each year there will be numbers of small, local visits as well as outings by the school minibus and coach (all coaches used have seat belts). Written permission must be given by parents/guardian if a child is to take part in a visit. It is also necessary to ask for voluntary contributions towards covering the cost of these outings. Unless sufficient contributions are received to make these trips viable they will not be able to take place. Payments for all educational visits are made through the Parentpay system.

In Year 6 we currently run a residential visit; parents will be given specific details of the trip when their child is in year 5.



10. BEHAVIOUR

Children are expected to conform to a few basic rules designed to ensure the safety and comfort of all. They are gently and firmly guided towards self-discipline and consideration for others. Parents are expected to work with the school to encourage good behaviour. If a child needs to be punished this usually involves missing playtime or withdrawal of a privilege. Continual bad behaviour will be reported to parents in the first instance by the class teacher and then by letter. Parents will be asked to attend regular meetings at the school in order to enable us to work together to support any child who is having behaviour difficulties.

Parents will be responsible for payment for any damages to school property caused by their child through misdemeanour.

10.1 SCHOOL RULES

The Governors have ruled that in the interest of safety no jewellery may be worn at school as jewellery may be a potential hazard.

Watches may be worn in the junior year groups.

Children who have pierced ears may wear a small plain gold/silver stud type earring. No other form of piercing is allowed.

If a child wears items of jewellery to school he/she will be asked to remove them and they will be kept in a safe place until the child returns home. The school cannot be held responsible for any injury, accident or loss involved to any child in the wearing of jewellery.

Hair beads, fancy slides and bands must not be worn as this is a health and safety risk, especially in P.E. and technology. Additionally this does not comply with our school uniform policy. Gelled or coloured hair is not permitted. In the interest of your child's safety please comply with this rule. Additionally, children may not wear nail varnish or have stickers or tattoos at school.

The children are not allowed to bring sweets, toys, pocket money or other valuables to school.

Mobile phones are permitted in school once a parent/guardian has signed a consent form (available from the school office), and it has been authorised by the Headteacher. Permission will only be given for children travelling independently to and from school. All mobile phones must be signed into and out of the school office at the start and end of the school day. Any child found bullying by text or photo will be excluded.

Children are expected to treat all members of the school community with respect.

10.2 BULLYING

Definition

The term bullying is often misunderstood, particularly by parents.

The school defines bullying as: -
'Deliberate, persistent, unprovoked verbal, emotional or physical abuse of another person or persons by an individual or group of people.'

The school consulted with pupils, parents, staff and governors when drawing up our policy to deal with any bullying that might occur in school, though the incidence of bullying is rare.

Our policy can be found on our website or a copy can be requested from the school office.

We would give parents the following advice on bullying -

- If you think your child is being bullied inform the school immediately.
- Advise your child to tell a teacher about bullying incidents
- Keep a written record if the bullying persists. Who, what, where, when.
- Watch for signs of distress in your child.
- Do NOT encourage your child to hit back.
- Tell your child that there is nothing wrong with him or her which justifies being bullied.

We will follow up all instances of bullying at school.

The benefits of a STP include:

- Healthier, more active pupils and staff
- Fewer cars and congestion around the school at peak times
- Reduced risk of accidents
- Improved air quality around the school site
- Links with both Healthy Schools and Eco Schools programmes

We promote the 'Walking to School' campaign.

Keston also has cycle stands and a number of scooter stands for any children who wish to ride their bicycles/scooters to school.

11. TRAVEL TO SCHOOL

Schools in Croydon are encouraged to manage their travel and as part of this Keston Primary has a School Travel Plan (STP). We also hold the STARS Silver Award.

The aim of a School Travel Plan is to increase sustainable modes of travel (such as walking and cycling) therefore reducing car travel to school and ensuring safety.

12. LUNCH TIME

Keston has been awarded the 'Healthy Schools Award'.

All children in the primary school may stay to dinner, payments are made via Parent Pay (see section 22), if payment has not been made you must send your child in with a packed lunch. From September 2014 all children from Reception to Year 2 are entitled to free school meals.

Harrisons Catering provides our school meals. Menus will be displayed in the school and are available on the parentpay website. All parents are welcome to see meals being served and, by prior arrangement, join the children to sample the meal.

Alternatively, children may bring a packed lunch. We ask parents not to send soup or other drinks, sweets, chocolate or crisps etc. Water is provided to all pupils during their lunch time.

12.1 FREE SCHOOL MEALS/PUPIL PREMIUM

Pupil Premium is additional funding given to the school to support the learning of those children who are or have been in receipt of free school meals.

In the Juniors free school meals are available where the pupil's parent is receiving Income Support or income based Job Seekers Allowance or Child Tax Credit (where there is no entitlement to Working Tax Credit, and annual income, as assessed by the Inland Revenue does not exceed £16,190). Entitlement is subject to periodic review.

Application forms are available from the school office. Completed forms are forwarded to the local authority which verifies entitlement.

It is important to complete the form if you meet the criteria even if you have an infant child or choose not to receive the free meal in the juniors. The school needs to declare numbers of pupils who are entitled to receive free meals to gain funding which will support additional resourcing for your child.

The children of asylum seekers not receiving these benefits may also be able to qualify for free meals; in these cases applications should be made to the family's case worker at the Social Services Department

13. BREAKFAST CLUB

Children from Reception to Year 6 may attend our breakfast club. Breakfast club opens at 7.45 each morning and entry is via the main school gates and the rear entrance of the infant hall. The cost is £2.50 (2016 – 2017) and breakfast is provided. Payment must be made in advance via parentpay; specific days do not need to be booked.

If a child is dropped at school before 8.45 am they will be expected to attend breakfast club and payment must be made.

14. AFTER SCHOOL CARE FACILITIES

Keston Playsafe, run by the Jancett group, operates an after school club for children who attend the school. The scheme is run on the school premises from 3 pm. until 6.15 pm. For further details telephone 020 8669 1725.



15. SCHOOL CLUBS

In addition the curriculum provision a number of school clubs are run at lunchtimes and after school by staff and outside providers. The school also takes part in competitive sports and are well represented by netball, football and swimming teams.

16. MEDICAL INFORMATION

During Reception and Year 6, children are weighed and measured as part of the Croydon Primary Care Trust's efforts to improve children's health and well being. These children also have eye checks. Year 1 have hearing checks.

Dental checks are sometimes offered.

16.1 MEDICINES

Parents whose children need to be given medicine at school for chronic complaints, such as asthma must fill in a form, which is available at the office. These medicines must be handed into the office and collected by an adult. **We only administer short courses of medicines for acute conditions if prescribed by a doctor and relevant forms are completed**

Medicines must be placed in a sealed container, clearly marked with the child's name, class, and instructions. All medicines, with the exception of asthma pumps and EpiPens, are kept in the medical room adjacent to the school office. We are advised that antibiotics stating three doses a day should be taken before school, immediately after school and before bedtime.

However, children should not be in school if they are unwell or until a prescribed medicine has had a chance to take effect.

In an effort to reduce the spread of infections causing sickness/diarrhoea and other sudden stomach upsets, it is essential that parents keep affected children at home for at least **48 hours** after the upset ceases.

Parents who go out to work during school hours should let us know the telephone number of their current place of work so that they can be contacted if their child becomes ill.

17. HELPING IN SCHOOL

Many parents with spare time give help in the classrooms doing such things as hearing reading or supporting a small group of children. The teachers are most grateful for this help and will be glad to hear from you if you could come regularly on one morning or afternoon each week.

Parents who regularly help in school will need a Disclosure and Barring Service check (DBS). Forms can be obtained from the school office.

In addition, we are pleased to have occasional help with parties or school visits, and in the library. Parents are also needed to help with the supervising and changing of the children with swimming, which requires a DBS check. We welcome help from both mothers and fathers.

18. SCHOOL FUND

School Fund is used to provide for Christmas activities, gifts, cooking and some theatre productions. A voluntary annual contribution of £10.00 for the first child, plus £5.00 for each sibling, is requested; it is helpful to receive this during the first half of the autumn term.

Contributions can be made via Parentpay.

19. PARENTPAY

Payments to the school for school dinners, school fund, school uniform and trips should all be made using the Parentpay system.

This system can be access through www.parentpay.com, passwords are issued once your child starts school. In addition to the online system barcoded letters can be requested and payments can be made at terminals in local shops. Please allow 3 days for payments made by this method.

20. SCHOOL SECURITY AND SAFETY

For reasons of safety no parent or child should use either of the entrances in Coulsdon Road, these are vehicle entrances only and are secured with automated gates.

The school entrances are in Keston Avenue and Court Avenue. The Court Avenue entrance is for the Nursery only. The school gates will be open from 7.30am – 9.15am and from 2.45pm – 3.30pm. For entrance at other times you will need to press the intercom at the Keston Avenue entrance which will connect you to the school. The Court Avenue gate is on a timer and cannot be opened manually from the office.

Cars must not stop or wait in the **yellow or white** zig zag lines. This is important for the safety of all the children. Please park without blocking the entrances to the neighbours' drives.

The school operates a door security system. All visitors must ring the bell for admittance and report to the office. All visitors must sign the 'Visitors Book' and wear a badge.

Parents may not go directly to classrooms. They must go to the office in the first instance. Parent helpers must sign in and wear the appropriate badge.

Please close all gates and doors.

20.1 THE PLAYGROUND

No dogs are to be brought into the playground.

Parents are asked not to smoke on the school site. This includes the playground and field.

Parents are asked to refrain from bad language which children can overhear and to respect activities taking place in the playground which may be used as an outside classroom. Because of this, parents are asked not to come into the playground until **five minutes** before the end of the school session as their presence can disturb playground activities. When waiting, please keep right away from the building as the noise can be distracting for the children especially in the juniors as children work until 3.15pm.

Parents are required to supervise their own children in the playground before and after school. No bicycles or scooters, etc. may be ridden in the playground and no ball games may take place before or after school for safety reasons.

Playground climbing equipment must not be used by children without adult supervision.

21. SAFEGUARDING PROCEDURES

The school has a detailed Child Protection Policy which addresses key legislation and guidance. In the event of any issue of concern coming to the School's notice we will follow the guidance set out in the Policy and may make referrals to Social Services.

We are always vigilant regarding the safety of children. If you feel that any issue relating to your child might come under the scope of our safeguarding procedures please do not hesitate to contact the designated teachers for child protection who will do their best to advise you.

The designated teachers for Safeguarding are Mrs Jenni Stevens and Mrs Claire Murphy.

Governors with responsibility for Safeguarding are Mr K Hardcastle and Mrs J Montgomery.

A full copy of the Safeguarding Policy is available on the school website, or from the school office.

22. COMPLAINTS PROCEDURE

The Governors and Staff of Keston Primary School are committed to providing the very best educational experience they can for all pupils attending this school. We recognise the value to all concerned of dealing fairly, speedily and effectively with any complaint against our decisions, actions or omissions, which a pupil, parent or other aggrieved person may have. To this end we have adopted the underlying principles and procedures set out in this document to enable complaints to be dealt with fairly and efficiently.

Under Section 29 of the Education Act 2002 the Governing Body is required to have a procedure in place for dealing with complaints.

This procedure relates to all matters relating to actions of staff and school procedures where they affect the individual pupils concerned, except matters relating to:

- Admissions to the school
- Exclusions
- Special education provision
- School reorganisation
- Matters concerning the curriculum under S19 and S23 of the Education Reform Act 1988
- Child protection
- Public examinations
- School records on individual pupils
- Complaints about services provided by other providers who may use the school premises or facilities
- Other matters which are covered by existing statutory procedures

The procedure is devised with the intention that it will:

- Usually be possible to resolve problems by informal means
- Be simple to use and understand
- Be non adversarial
- Provide confidentiality
- Allow problems to be handled swiftly
- Address all the points at issue
- Inform future practice so that the problem is unlikely to reoccur

General Principles

- An anonymous complaint will not be investigated under this procedure unless there are exceptional circumstances.

- To allow for proper investigation complaints should be brought to the attention of the school as soon as possible. Any matter raised more than 3 months after the event being complained of will not be considered, save in exceptional circumstances.
- Investigation of any complaint or review request will begin within 5 school days of receipt of the same, save in exceptional circumstances. The investigation will be completed as soon as reasonably practicable and in any event within the timeframes set out in this procedure.

Stage 1 - Informal Stage

An individual who wishes to make a complaint (the 'Complainant') should, in the first instance, communicate directly with the member of staff concerned. In most cases this will be the class teacher. This may be by letter, telephone or in person by appointment. Many concerns can be resolved by simple clarification or provision of information and it is anticipated that most complaints will be resolved at this informal stage.

In the case of serious or urgent concerns it may be appropriate for the Complainant to raise the complaint directly with the Head Teacher. In this instance the Head Teacher will advise the complainant how the complaint will be progressed based on the nature of the complaint. If appropriate the Head Teacher can refer the matter directly to a Governors' Complaints' Panel under Stage 4 or to the Multi Agency Safeguarding Hub (M.A.S.H).

Stage 2 - Informal Stage

If the Complainant is dissatisfied with the result of discussions with the class teacher (Stage 1), he or she should raise the complaint in person, by telephone or in writing with the relevant Phase Leader or the Deputy Head Teacher or in the case of special educational needs the Inclusion Manager.

Please enquire at the school office or refer to the website for details of the relevant staff member.

Once the complaint has been investigated, the complainant will be sent a full written reply within 20 school days from the date of receipt of the complaint.

Stage 3 – Formal Stage

If the Complainant is dissatisfied with the school's written response under the Informal Stage (Stage 2), he or she should write to the Head Teacher within 10 days of the school's written response explaining why he or she remains dissatisfied. The Head Teacher will be responsible for investigating the complaint and will acknowledge receipt of the Complainant's letter within 5 school days of the date of the receipt of the written complaint.

The Head Teacher may choose to meet with the complainant to discuss the complaint and obtain any additional information as required to assist with the investigation of the complaint.

The investigation will begin as soon as reasonably practicable and the complainant will be informed in writing of the decision, including any action to be taken by the school, within 20 school days of date of receipt of the complaint letter. If this is not reasonably practicable the Head Teacher will write to the Complainant explaining the delay and state when the Complainant can reasonably expect to receive a written decision.

Stage 4 – Governors' Complaints Panel

Following receipt of the Head Teacher's decision letter under the Formal Stage (Stage 3), if the Complainant remains dissatisfied, the Complainant has the right to appeal to the Governing Body. In this case the Complainant must notify the Head Teacher in writing within 10 days of receipt of the Head Teacher's decision letter that he or she wishes to appeal to the Governing Body, giving his or her reasons for being dissatisfied with the outcome.

Within 5 school days of receipt of the notification that the Complainant wishes to appeal the decision made under Stage 3, the Chair of Governors (or the delegated governor or clerk to the governors, as the case may be) will write to the Complainant to acknowledge receipt of the Complainant's request, and will inform the Complainant that the complaint is to be considered by a committee of at least 3 persons as set up by the school's Governing Body.

Within 5 school days of receipt of the notification that the Complainant wishes to appeal the decision made under Stage 3, the Head Teacher must send the Complainant's letter and background papers to the Chair of the Governing Body (or the delegated governor or clerk to the governors, as the case may be).

The hearing by the Governors' Complaints Panel will take place within 20 school days of the date of the letter from the Chair of the Governing Body (or the delegated governor or clerk to the governors, as the case may be) acknowledging the Complainant's letter that he/she wishes to appeal the decision under Stage 3. However, if the Complainant's request for an appeal to the Governing body is received less than 25 school days before the end of a school term it may not be reasonably practicable to organise the hearing. In this case the matter shall be dealt with within 10 school days of the school reopening.

Before the meeting:

After checking the availability, the Chair of Governors (or the delegated governor or clerk to the governors, as the case may be) will endeavour to give the parties including the Complainant, the Governors' Complaints Panel members and any witnesses at least 7 days' notice of the date and time of the hearing.

The Chair of Governors (or the delegated governor or clerk to the governors, as the case may be) should send copies of all correspondence and relevant material to the Governors' Complaints Panel members, the Complainant and Head Teacher (and anyone else involved in the meeting) at least 5 school days before the date of the hearing.

The Complainant can bring someone to support them if they wish.

At the meeting:

The complainant and Head Teacher (and/or any other party subject to the complaint) will be invited to make oral representations in support of their respective positions. The Governors' Complaints Panel members may ask questions of the Complainant and Head Teacher. Once the oral representations have been concluded, the Chair of Governors (or the delegated governor or clerk to the governors, as the case may be) will ask all parties to leave except the Governors' Complaints Panel members and the clerk.

After the meeting:

The Chair of Governors (or the delegated governor or clerk to the governors, as the case may be) will write to all concerned within 10 school days with the decision of the Governors' Complaints Panel and propose a resolution, if appropriate. The decision of the Governors' Complaints Panel is final, and the school will not consider the complaint beyond this stage.

Stage 5 - Further Representation

If the Complainant remains dissatisfied, the Complainant may refer his or her complaint to the Secretary of State for Education:

Department for Education (DfE),
Sanctuary Buildings,
Great Smith Street,
London,
SW1P 3BT.

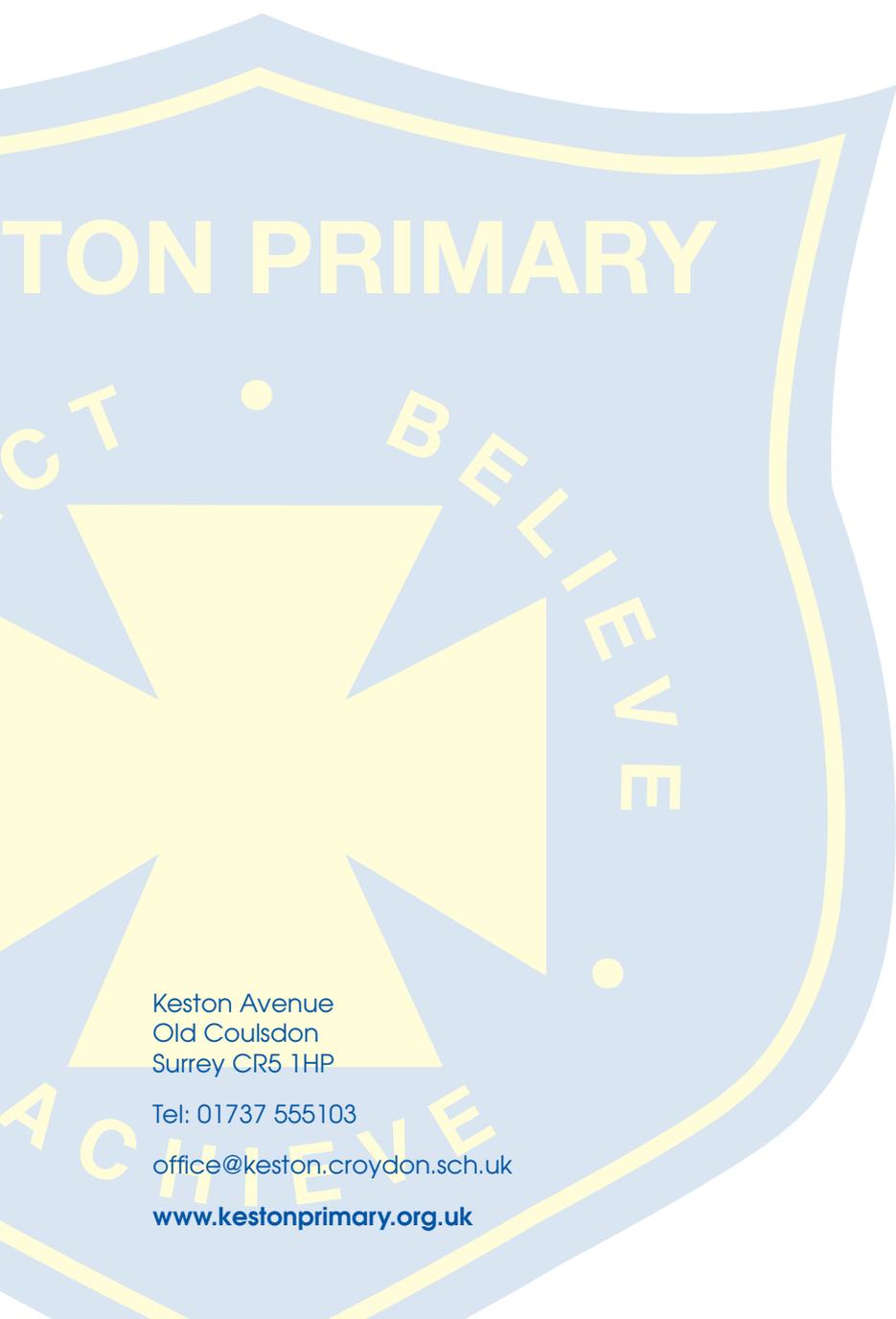
For more information, please visit:
www.education.gov.uk

The Secretary of State is unlikely to investigate individual issues but can inspect the school's policies and procedures and make sure these have been followed.

[Complaints concerning the conduct of the Head Teacher.](#)

Where a complaint is made against the Head Teacher the Chair of the Governing Body must act as the complaint officer, who shall seek appropriate advice on the handling of the complaint.

RESPECT, BELIEVE, ACHIEVE.



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